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ABSTRACT

The descriptions that are contained in this document were prepared by the New York State Learning Laboratory specialists and show the diverse patterns of operation. Thirteen centers are included. (CK)

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functions of the new york state
LEARNING LABORATORIES

Bureau of Basic Continuing Education THE STATE EDUCATION DEPARTMENT Albany, New York 12224

AC 010518

FOREWORD

On February 5, 1971, New York State Learning Laboratory Specialists and members of the Bureau of Basic Continuing Education met to develop and enhance existing Adult Basic Education learning laboratories. At this meeting, various functions of the learning laboratories were identified. Each Learning Laboratory Specialist assumed the responsibility of describing his or her own instructional operation.

The descriptions that follow were prepared by the Learning Laboratory Specialists and show the diverse patterns of operation. Each learning laboratory has evolved an organization particularly suited to its adult students and staff.

Genuine appreciation is expressed to the Lab Specialists, not only for preparing the material, but for their sincere and successful efforts to serve the students of the New York State Adult Basic Education Program.

Bureau of Basic Continuing Education, THE STATE EDUCATION DEPARTMENT
Albany, New York 12224

NEW YORK STATE ADULT LEARNING CENTERS

ALBANY
Albany Learning Center
South Pearl Shopping Plaza
Albany, New York 12202
Tele: 518 463-2154

Lab Specialist -
Rose Marie Lamorella
Program Coordinator -
Garrett Murphy

BINGHAMTON
Binghamton MDT Center
87 Chenango Street
Binghamton, New York 13905
Tele: RA3-9465

Lab Specialist -
Mrs. Patricia Moore
MDT Coordinator -
George Orancheck

BUFFALO
Buffalo Adult Center

Lab Specialist -
Philip Riforgiato
Program Coordinator -
Jerome Yavno
City Hall, Room 816
Buffalo, New York 14208
Tele: 716 842-2378

NIAGARA FALLS
Whitney Avenue Adult Center
Whitney Avenue
Niagara Falls, New York

Lab Specialist -
Harry Kargatis
Program Coordinator -
Mr. Gerardo Franciosa
Board of Education
607 Walnut Avenue
Niagara Falls, New York 14301
Tele: 716 BU5-5251 Ext 225

SCHENECTADY
Washington Irving Educ. Center
418 Mumford Street
Schenectady, New York 12307
Tele: 518 374-4479

Lab Specialists -
John DeSimony
Ms. Frances Loeffler
Program Coordinator -
Edwin Agresta

SYRACUSE
Washington Irving Adult Center
644 Madison Street
Syracuse, New York 13210
Tele: 315 478-5603

Lab Specialist -
Joseph Gangemi
Program Coordinator -
William Jacques

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ele: 518 374-4479

ab Specialists -
John DeSimony
Ms. Frances Loeffler
rogram Coordinator -
Edwin Agresta

YRACUSE
ashington Irving Adult Center
44 Madison Street
yracuse, New York 13210
ele: 315 478-5603

ab Specialist -
Joseph Gangemi
rogram Coordinator -
William Jacques

WHITE PLAINS
Rochambeau Comprehensive Adult Center
Fisher Avenue
White Plains, New York 10606
Tele: WH8-3440 Ext 28

Lab Specialist -
Mrs. Helen Guiliano
Program Coordinator -
Elliot Lethbridge

UTICA
Utica MDT Center
366 Columbia Street
Utica, New York 13502
Tele: 315 732-8132
732-2915

Lab Specialist -
Mrs. Shirley Skahan
MDT Director -
Sherman Mears
ABE Program Coordinator -
Donald Montano

YONKERS
Yonkers Community Education Center
1 Highland Avenue
Yonkers, New York 10705
Tele: 914 963-4912

Lab Specialist -
Mrs. Sally Perr
Program Coordinator -
Mrs. Joan O'Gorman

NEW YORK STATE ADULT LEARNING CENTERS

IN

NEW YORK CITY

TITLE III
Arthur Avenue Adult Center
1910 Arthur Avenue
Bronx, New York

Lab Administrator -
Len Ptaschnik

Project Director -
Mrs. Doris Moss
130 Clinton Street
Brooklyn, New York
Tele: 212 596-7557

MDT
Harlem Teams for Self Help
179 West 137th Street
New York, New York 212 368-2400

Lab Specialist -
Ms. Jackie Hunter
Ms. Rose McDowell

MDT Project Director -
Eugene Commander
Tele: 368-2400

WIN
Forsythe Adult Center
198 Forsyth Street
New York, New York

Lab Specialist -
Mrs. Judith Foxe

WIN
P.S. 47 Adult Center
480 Pacific Street
Brooklyn, New York

Lab Specialist -
Jay Jacobs

Project Director -
Mrs. Gladys Alesi
Board of Education
110 Livingston Street
Brooklyn, New York
Tele: 212 875-2336

Orientation	Diagnostic Testing	
Lab orientation is done by explaining to the students the nature of the Lab, its materials, and the type of program individualized to his needs. The use of the folder is fully explained. The type of help available to the student is also explained at this time so that confusion is avoided. Everything possible is done to make the student feel welcome in the learning situation.	Diagnostic testing is done in reading, math and English. Skills and concepts are tested through commercial, teacher-made, and in-book tests and evaluations. Although diagnostic testing is most often done with lab students, the lab specialist is sometimes called upon to diagnose problems of a classroom student in order to aid the teacher in isolating a particular problem area. Progress testing is done periodically to indicate achievement. This type of evaluation indicates up-grading of materials, schedule revision, reinforcement areas, and new problem areas to be worked on particularly for Lab students. The Lab also acts as a testing conter of the school for all beginning students.	I and used with rial elim conc mast Chan rete

ALBANY LEARNING CENTER

agnostic Testing	Prescription/Placement in Materials
gnostic testing is done ding, math and English. and concepts are tested h commercial, teacher- and in-book tests and tions. hough diagnostic testing t often done with lab ts, the lab specialist etimes called upon to se problems of a class- tudent in order to aid acher in isolating a ular problem area. gress testing is done ically to indicate ement. This type of tion indicates up-grading erials, schedule re- , reinforcement areas, w problem areas to be on particularly for Lab ts. Lab also acts as a g conter of the school l beginning students.	Initial placement is based on test diagnosis and teacher-student interview. Grade level is used as rough indicator of book level placement with specific errors indicating types of materials used. Several materials are assigned to eliminate boredom and insure the mastering of concepts. Interest, levels, and speed of mastering concepts are taken into consideration. Change of prescription is done on the basis of retesting and evaluation.

Development of Skills

OTHER

Basic English is taught through a programmed or self-directed approach beginning with parts of speech and ending with good usage.

Science and Social Studies.

Vocabulary is introduced at the upper level.

Special subjects on a short term basis include a Black History filmstrip package, nurses aide, math and vocabulary, and "special test" preparation for Civil Service and Police Department.

MATH

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ALBANY LEARNING CENTER

Remediation of Specific Skills Deficiencies

MATH

Those students whose levels fall between two classes are often referred to the lab to quickly prepare them for the next level.

Students who have shown little class progress enter the lab for a change in teaching patterns.

Lab students can have:

1. Computational errors
2. A deficiency in working with word problems
3. Gap between computational score and solving word problems score or vice-versa

OTHER - Basic English

Those students whose levels fall between two classes are often referred to the lab to quickly prepare them for the next level.

Students who have shown little class progress enter the lab for a change in teaching patterns.

Lab students can have:

1. Gaps in English skills
2. English usage skills for a particular class

Development of Skills

READING

Developmental reading from levels 3-8. High School Equivalency skills are also taught for students on that level.

Reading instruction includes helping the student learn both vocabulary and reading comprehension skills.

1-3 level students are given special help when they are scheduled into the lab. A limited number of these students are scheduled in at any given time due to the intense nature of instruction necessary.

Foreign born ABE students with pronunciation problems are also helped.

MATH

Math skills are taught sequentially from the concept of numbers through algebraic reasoning, geometry and trigonometry.

Problem solving is introduced on a beginning level and carried through the entire sequence of skills.

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ALBANY LEARNING CENTER

Remediation of Specific Skills Deficiencies

READING

Those students whose levels fall between two classes are often referred to the lab to quickly prepare them for the next level.

Students who have shown little class progress enter the lab for a change in teaching patterns.

Lab students can have:

1. Speed problems
2. Wide splits between reading, comprehension and vocabulary

   (Vocabulary 10+
   Reading 6.0

   or

   Vocabulary 7.1
   Reading 9.2

3. Phonics problems
4. Pronunciation problems
5. Listening skills problems
6. Comprehension deficiencies within a given level

Evaluation	Correlation with Classroom Activities	
Student folders are evaluated on a weekly basis to renew prescription. Evaluation of lab staff is done by the Lab Specialist and Instructional Supervisor.	The Lab Specialist acts as a consultant for the classroom teacher by diagnosing special problems in reading and math. A student may be referred to the lab to work on a special problem for part of a class period a few days a week. Such hardware as reading machines, tape recorders, video tape recorders and sight-sound projectors are used in this way also. Any equipment can be loaned to the classroom teacher for utilization when requested.	In the g Pr the s room Cl can m the L Instr

ALBANY LEARNING CENTER

Correlation with Classroom Activities	Scheduling
he Lab Specialist acts as a ultant for the classroom her by diagnosing special lems in reading and math. student may be referred to lab to work on a special lem for part of a class period w days a week. Such hard- as reading machines, tape rders, video tape recorders sight-sound projectors are in this way also. ny equipment can be loaned to classroom teacher for utili- on when requested.	Initial scheduling is generally done by the guidance personnel. Progress on tests can indicate a move for the student from Lab to classroom or classroom to Lab. Classroom teachers and the Lab Specialist can make arrangements to move a student to the Lab with the consent of the Supervisor of Instruction.

Number of Students & Staff	Training of Teachers, Para-Professionals, Other Lab Specialists
One aide and an associate teacher work with the Lab Specialist for effective usage of Lab facilities for 10-20 students per class period. Time is allotted for paper work and evaluation of new materials.	Training takes place often. Training sessions usually last six hours a day for five or more days for each specialist. Teachers are trained to individualize instruction and evaluate materials in similar training sessions. The Lab Specialist is available for consultation when questions arise.

ALBANY LEARNING CENTER

g of Teachers, Para- ls, Other Lab Specialists	Other Functions
es place often. Training y last six hours a day for ys for each specialist. trained to individualize evaluate materials in g sessions. ialist is available for en questions arise.	

Orientation	Diagnostic Testing
Each new student is given a report of his scores and the scores necessary for the training program he plans to enter. His areas of weakness, and steps to overcome these weaknesses are discussed briefly with the lab specialist. Orientation to lab equipment, materials, and procedures is done by the classroom teachers and the aides.	Upon entering the program, students are given the Iowa Test of Basic Skills. The reading specialist prepares an item analysis of the student's errors for the teacher. A remediation program is set up for students who have marked deficiencies in the different reading skills areas. Other tests used in the lab are: Controlled Reading Efficiency Checks, Word Clues Test, and the Buffalo Informal Reading Inventory. The Reading Eye Camera is also available.

BUFFALO LEARNING LABORATORY

nostic Testing	Prescription/Placement in Materials
ntering the program, are given the Iowa Test Skills. The reading t prepares an item of the student's errors eacher. A remediation s set up for students narked deficiencies in rent reading skills tests used in the lab trolled Reading Efficiency Checks, d Clues Test, and the falo Informal Reading Inventory. ading Eye Camera is also	Placement in Learning 100 is based on the student's performance on the Buffalo Informal Reading Inventory taken from the Controlled Reader books. The inventory consists of word recognition lists and reading comprehension tests for the different Learning 100 levels. Students are placed at their instructional level. Placement in Reading 300 is based on the student's score on the Word Clues Test and the Controlled Reading Efficiency Checks.

Development of Skills	

READING

Students work in cluster groups in the Learning 100 Program. Cycles are followed according to the EDL Instructor's Manual. Students also work in the programmed reading kits available.

In the Reading 300 Program, a cycle was designed by the Lab Specialist, the program director, and the GED lab teacher stressing study skills and Controlled Reading.

Students work independently.

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BUFFALO LEARNING LABORATORY

Remediation of Specific Skills Deficiencies

READING

Two 45 minute periods are set aside each day for remedial reading. Students are recommended for remedial work by the reading specialist, the classroom teacher, or the lab specialist. An individualized program of remediation is set up for the student to strengthen his reading deficiencies.

Materials used include: the Study Skills Library, Listen tapes, Aud-X lessons, Flash-X, Reading for Understanding, Reading Attainment System, Honor Teaching Programs, Modern Consumer Education, the Why Work Series, and the Min-Max Teaching Machines.

Evaluation	Correlation with Classroom Activities
Students keep a record of their work on an activity sheet. Students are tested every 200 hours on the Iowa Test.	Reading skills presented in the learning lab are reinforced through extended activities in the classroom. Extended activities include: group discussions, Barnell-Loft Specific Skills Series, Reading for Meaning, Be a Better Reader, New Practice Readers, and teacher prepared worksheets.

BUFFALO LEARNING LABORATORY

ation with m Activities	Scheduling		
ls presented in the e reinforced through ties in the class-		A.M. SESSION	
	8:45 - 9:30	Remedial ABE Dhondt	Miller's Homeroom
	9:30 - 10:30	Rothstein Dozoretz	Miller Echol's Homeroom
ivities include: ns, Barnell-Loft Series, Reading for etter Reader, New s, and teacher pre- s.	10:30 - 10:45	BREAK	BREAK
	10:45 - 11:45	Javors Dhondt Bushoor	Miller Cherry's Homeroom
		P.M. SESSION	
	12:30 - 1:15	Remedial ABE Dhondt	Miller's Homeroom
	1:15 - 2:15	Rothstein Dozoretz Bushorr	Miller Echol's Homeroom
	2:15 - 2:30	BREAK	BREAK
	2:30 - 3:30	Bushorr Javors Dhondt Friedberg	Miller Cherry's Homeroom

Number of Students & Staff	Training of Teachers, Para-Professionals, Other Lab Specialists
All students are assigned to the lab according to reading level. There are four ABE classes and three GED classes. In the lab each teacher works with an aide.	Training is done in the lab under the supervision of the lab specialist.

BUFFALO LEARNING LABORATORY

of Teachers, Para- s. Other Lab Specialists	Other Functions
one in the lab under the he lab specialist.	A lending library is available to the students in the lab. All students attend the lab. We do not have any ESL students. We have accepted illiterate, brain damaged, and physically handicapped students.

Orientation	Diagnostic Testing	
Trainees are acquainted with the reading laboratory facilities and functions through a discussion of the following: 1. Objectives of the lab as designed to meet their (trainees) needs and interests. 2. Types of materials used in the lab. 3. Time allotment 4. Testing procedure 5. Student folders 6. Evaluation of performance.	1. Each trainee is given the Gray Oral Reading Test (paragraphs) to determine which level of the Metropolitan Achievement Test should be administered. 2. A series of informal diagnostic tests are administered which cover the word attack, structural analysis, and comprehension skills which will be developed in the lab.	1. Fo ar of st 2. Fr ac tr di de we

NEW YORK CITY LEARNING LABORATORY
Harlem Teams - MDT

Diagnostic Testing	Prescription/Placement in Materials
Each trainee is given the Gray Oral Reading Test (paragraphs) to determine which level of the Metropolitan Achievement Test should be administered. A series of informal diagnostic tests are administered which cover the word attack, structural analysis, and comprehension skills which will be developed in the lab.	1. Formal and informal test results are combined and analyzed to determine each trainee's level of instruction and areas of reading skills strengths and weaknesses. 2. From the analytical evaluation of the tests administered, a program is prescribed for each trainee which includes programmed and self-directed materials that will aid in further developing strengths and eliminating skills weaknesses.

Development of Skills	Remediati
READING 1. Developing Skills in the Mechanics of Reading A. Sight Vocabulary B. Structural Analysis C. Skills in Phonics D. Oral reading skills, phrasing and expression 2. Comprehension Skills A. Skills in locating answers to specific questions B. Getting the main idea C. Following Directions D. Drawing conclusions E. Vocabulary Development F. Retention Skills 3. Reading for Information A. Location Skills 1. Indexes 2. Table of Contents 3. Dictionary Skills 4. Skimming Skills B. Selection Skills C. Organizational Skills D. Summarizing - Outlining 4. Reading for Enjoyment A. Descrimination in reading B. Ability to locate variety of interesting reading	READING 1. Determining 2. Start the st as far as he 3. Select appro 4. Develop inte a. Overco b. Develo c. Help s learn 5. Improve atti 6. Set realisti 7. Create a fres a. Make st b. Make st c. Treat d. Make st of his

NEW YORK CITY LEARNING LABORATORY
Harlem Teams - MDT

Remediation of Specific Skills Deficiencies

READING

1. Determining what the student's deficiencies are

2. Start the student on the level that he is and move him as far as he can go

3. Select appropriate materials

4. Develop interest in reading
   a. Overcome dislike for reading
   b. Develop a "self-service" reading program
   c. Help students in developing the initiative to learn

5. Improve attitudes of learning

6. Set realistic goals

7. Create a fresh and interesting classroom atmosphere
   a. Make students feel interested and successful
   b. Make students feel useful and needed
   c. Treat students with dignity and respect
   d. Make students feel understood and like in spite of his deficiencies

Evaluation	Correlation with Classroom Activities	
Periodic evaluations are made to see if instructional strategy is meeting the needs of the students.	Students for the most part are taken out of their regular reading classes. Very close communication exist between the regular classroom teachers and the laboratory specialists at all times. The diagnosis, prescriptions, progress and evaluation are shared with the teachers. Student folders are also made available to the regular teacher. We also welcome and encourage teacher recommendations and/or referrals.	ba

NEW YORK CITY LEARNING LABORATORY
Harlem Teams - MDT

elation with oom Activities	Scheduling
for the most part are their regular reading ry close communication n the regular class- s and the laboratory at all times. The prescriptions, progress ion are shared with s. Student folders are vailable to the regular welcome and encourage ommendations and/or	Five classes attend the lab on a daily basis for a period of 60 minutes. Monday through Friday Time — Class — Reading Level 9:00 - 10:00 — C1 — 4.0 10:00 - 11:00 — 214 — 6.0 (& above) 12:30 - 1:30 — 214A — 4.0 1:30 - 2:30 — C2 — 0-3.0 2:30 - 3:30 — 217 — 5.0

Number of Students & Staff	Training of Teachers, Para-Professionals, Other Lab Specialists
1. Pre-Employment Program lab staff consists of two lab specialists. 2. Five classes are assigned to the lab on a daily basis with 12 to 15 students per class. The students in each class spend 1 hour per day in the lab. Some students receive special permission from the lab specialists to spend additional time in the lab, aside from their regular lab period.	The greatest single need in basic education is teacher training. Many of the teachers have attended conferences and workshops to broaden their background. The lab specialists are constantly keeping abreast of the latest methods in reading by attending institutes, workshops, laboratory sessions, practicums, and lectures. There has not been much emphasis on training the para-professionals. More concentration should be focused in training the para-professionals to become a vital and effective part of the team.

NEW YORK CITY LEARNING LABORATORY
Harlem Teams - MDT

chers, Para- Lab Specialists	Other Functions
need in basic educa- ng. Many of the conferences and heir background. are constantly latest methods in nstitutes, workshops, racticums, and lec- much emphasis on essionals. More e focused in training to become a vital the team.	The reading laboratory is not equippe to diagnose clinical problems. The school nurse gives all of the students an eye examination at the be- ginning of the program. If there are students who are having problems with their vision, they are referred to specialists outside the program.

Orientation	Diagnostic Testing	
We explain and demonstrate how each facit of the EDL Learning Lab works. We begin with "warmups" consisting of Tachistoscopic projection of numbers and accelerated discrimination of letters. This prepares students for Tach-X and control reader activities and motivates, challenges and stresses concentration. We also explain what the Lab can do for them and what it has done for others. Then the operation of the machinery is demonstrated with follow-ups as needed or when working in the particular activity.	All new students are tested on EDL word list and paragraphs for vocabulary, pronunciation, definition and comprehension. Where there is still a doubt, we utilize control reader study guides without the use of the machine. These have been invaluable in diagnosing the needs of our students. By keeping a close observation on our students, we are able to pin-point the areas in which they are weak. We also keep individual student progress records and personally grade their papers to check on deficient areas. We then have conferences with individual students.	

esting	Prescription/Placement in Materials
nts are tested and paragraphs pronunciation, omprehension. till a doubt, ol reader study he use of the have been in- nosing the needs close observa- ents, we are t the areas in eak. We also student progress onally grade check on de- We then have individual	After testing, students are placed in appropriate reading level. Materials (i.e. books, pencils, scrap paper, etc.) are issued to students (individually) and are kept in individual folders with their names and level on them so they may be easily located.

Development of Skills	
READING At the Arthur Avenue Learning Lab, we utilize the complete cycle lesson as indicated by EDL. Students are directed to specific activities for each session according to level. They obtain their folders and proceed to warmup station. From warm-up they go to their specific activities. New words are introduced in the Aud-X. They are reinforced on the Tach-X and Process Trainer. The words appear again in story form on the Controlled Reader. Phonic and word study skills are developed on the Aud-X. In Tach-X spelling, syllabication and definitions are developed.	READING We worl oping phon We util Tach-X and The Cor sequential

NEW YORK CITY LEARNING LABORATORY
Title III

ls	Remediation of Specific Skills Deficiencies
we utilize d by EDL. activities for ey obtain their n. From warm- ies. ud-X. They are Trainer. The the Controlled s are developed yllabication	READING We work on a one to one and small group basis in developing phonic and word attack skills. We utilize Aud-X, lower levels and review levels DEFA, Tach-X and Flash-X for vocabulary and spelling reinforcement. The Controlled Reader Jr. and Sr. develop comprehension, sequential learning, and infering answers to questions.

Evaluation	Correlation with Classroom Activities
Conferences, regularly with the software teacher help us to further evaluate and diagnose our students. Then we are able to further remediate and reinforce.	The classroom teacher works in the lab with his class. Both staff members and students are constantly encouraged to suggest and utilize new ideas.

crelation with sroom Activities	Scheduling
ssroom teacher works in th his class. Both ers and students are encouraged to suggest new ideas.	The lab is open 3 days a week. An intricate scheduling process has been devised to incorporate 3-hour classes, 2-hour classes and walk-in students. The students attend 4 kinds of sessions depending on their math level, software reading level, EDL level and urban living needs. The sessions are 45 minutes.

Number of Students & Staff	Training of Teachers, Para-Professionals, Other Lab Special
We program students by level at specific times so that make-up sessions and small group instruction can be handled. There are approximately 750 students attending regularly. The lab handles 35-55 people in each hour. The staff of the lab consists of 1 lab teacher, 1 assistant, and 3 community trainees. The community trainees are always graduates of the program.	Training sessions are held period for all teachers, para-professionals lab specialists. At these sessions phases of the learning lab are delve thoroughly with participating member Members set up, operate, familiarize selves with procedures, and all EDL rials, Tach-X, Aud-X, controlled rea and sr., tapes, study guides and fil At these training sessions, diagn testing is especially stressed and t trainees themselves are pre-tested a tested.

NEW YORK CITY LEARNING LABORATORY
Title III

raining of Teachers, Para- ssionals, Other Lab Specialists	Other Functions
ing sessions are held periodically eachers, para-professionals and ialists. At these sessions <u>all</u> f the learning lab are delved into ly with participating members. set up, operate, familiarize them- ith procedures, and all EDL mate- ach-X, Aud-X, controlled reader jr. tapes, study guides and film kits. ese training sessions, diagnostic is especially stressed and the themselves are pre-tested and post-	An ESL lab is being established.

Orientation	Diagnostic Testing	Pres
Purpose of Lab; use of machine and programmed materials; coordinator of lab and classroom work.	All students are given a standardized test (Iowa) when they enter the program. At P.S. 47 - There is a testing - vestibule class. The testing teacher is responsible for testing all students in both reading and math. Daily testing of 25-30 entering students takes place during the morning session. Once these tests are scored, the results are forwarded to the lab director. All 100-hour re-testing is also conducted in this testing class. At the Forsyth Adult Center - All standardized testing (Iowa) at entry is done by a Lab Assistant in the lab. Testing is conducted currently in the lab because of limited space at the Forsyth Adult Center. Subsequent 100-hour re-testing is done in the classroom by the Lab Assistant.	Lab ma specific diagnosti guided by determine tration,

NEW YORK CITY LEARNING LABORATORY
WIN

ic Testing	Prescription/Placement in Materials
ents are given a d test (Iowa) when the program. 47 - There is a estibule class. The cher is responsible all students in g and math. Daily 25-30 entering kes place during the sion. Once these cored, the results ed to the lab All 100-hour re- also conducted in g class. orsyth Adult Center - dized testing (Iowa) done by a Lab n the lab. Testing d currently in the of limited space yth Adult Center. 100-hour re-testing the classroom by the nt.	Lab materials are prescribed to remediate specific skills based on results of initial diagnostic tests. Placement in materials is guided by an informal testbook test which determines independent, instructional, frustration, and oral comprehension level.

NEW

Orientation	Diagnostic Testing	Presc
	At both labs - Diagnostic Testing is routinely done in the first lab sessions using lab materials (EDL) and Diagnostic Reading Scales devised by George D. Spache. On-going diagnosis of reading disability or correction of a reading disability is part of the lab routine.	

ng	Prescription/Placement in Materials
agnostic done in the sing lab Diagnostic ed by n-going disability eading dis- ne lab	

Development of Skills	Remediati
READING In addition to remediation of specific skills deficiencies and motility and accuracy training, a developmental reading program is carried on for every student through the EDL Learning 100 Program. MATH None in Learning Lab itself. However, class grouping (two groups) is based on math level homogeneity. Therefore that half of class not in the lab is receiving their math instruction from the classroom teacher. OTHER Grammatical Structure (through tapes) Dictionary skills. Reference techniques.	READING All skills from 1. Sight Voca 2. Phonics ski 3. Comprehens A. Main ide B. Vocabul fixes, s C. Inferenc D. Outlinin E. Sequenc F. Graph an 4. Critical re MATH No math is taught OTHER Under the guidanc their own papers and record sheets in the This process teaches bility.

NEW YORK CITY LEARNING LABORATORY
WIN

	Remediation of Specific Skills Deficiencies
skills aining, a on for) Program. class el not in n from ictionary	READING All skills from readiness to high school levels: 1. Sight Vocabulary 2. Phonics skills 3. Comprehension skills A. Main idea B. Vocabulary development (contest, root words, prefixes, suffixes, etymology) C. Inference D. Outlining and summarizing E. Sequence F. Graph and chart reading 4. Critical reading MATH No math is taught in the lab. OTHER Under the guidance of the lab teacher, students grade their own papers and record their own scores on cumulative record sheets in their own individualized personal folder. This process teaches self-reliance and emphasizes responsibility.

Number of Students & Staff	Training of Teachers, Para-Professionals, Other Lab Specialists
Student scheduling is limited to fall within the number of lab positions now kept, and a high rate of absence is followed up by talk with student classroom teacher of WIN counselor to determine and relieve cause if possible. Group lab attendance records are kept to find patterns of attendance to encourage optimum use of the lab and to find reasons for non-attendance.	At Forsyth - Para-professionals (lab assistants) are trained by the lab teachers to assist in standardized testing. At P.S. 47 - Para-professionals are trained as tutors e.g. advanced students in one class are re-experimentally tutoring the under achievers in a second class in five and one half hour sessions per week. In both labs - the lab assistants are trained in all lab techniques and intensive one-to-one remedial work in the lab.

NEW YORK CITY LEARNING LABORATORY
WIN

ning of Teachers. Para- onals. Other Lab Specialists	Other Functions
h - Para-professionals (lab are trained by the lab teachers standardized testing. 7 - Para-professionals are utors e.g. advanced students in e re-experimentally tutoring the ers in a second class in five hour sessions per week. abs - the lab assistants are ll lab techniques and intensive emedial work in the lab.	Electronies Futures machines are made available to all ESL classes in the WIN program. This equipment is used by the classroom teacher in class so that it does not interfere with the Reading Lab.

Evaluation	Correlation with Classroom Activities	
Over-all student progress is evaluated every 100 hours by re-testing on Iowa tests of Basic Skills. Evaluation of Lab progress is made through lab records kept for each student with progress chart denoting percentage scores in reading comprehension as well as reading rate, date and number of each exercise done.	At Forsyth - Communication between classroom teacher and lab teacher enables either teacher to reinforce or re-teach a skill needed by the individual student. At P.S. 47 - No formalized procedure now exists at P.S. 47 for this amount of detail in two-way communication between classroom teacher and lab teacher.	Hig lab lab lan div gro a g gro sma att the ute

NEW YORK CITY LEARNING LABORATORY
WIN

elation with oom Activities	Scheduling
h - Communication be-oom teacher and lab les either teacher to re-teach a skill e individual student. 7 - No formalized w exists at P.S. 47 unt of detail in two-ation between class- and lab teacher.	All students in basic education and Pre-High School Equivalency, are scheduled for lab 3 hours per week.* No ESL classes are scheduled since the lab materials are not appropriate to language laboratory goals. Each class is divided by the classroom teacher into 2 groups based on math ability. Thus, when a group is scheduled for the lab, the other group remains with the classroom teacher for small group instruction or individualized attention in math. Scheduling is arranged by the lab teacher and the information distributed to classroom teachers. *At Forsyth Adult Center, High School Equivalency classes are also scheduled for the lab.

Orientation	Diagnostic Testing	Pr
Explain purposes of Learning Laboratory. Show film "Learning Labs in New York State. Discussion with questions from students about Learning Labs. Demonstration of Tach-X machine with "Basic Accuracy" filmstrip (5 nos. in group). Demonstration of Controlled Reader machine with "Accelerated Descrimination" filmstrip (5 letters to a line). Show demonstrator filmstrip "Demonstration of Controlled Reader". Discussion. Demonstrate Aud-X machine and explain purposes. Mention briefly other materials available. Note: Orientation activities are spread scross 2 or 3, sometimes 4 periods.	Students are given an Informal Reading Test upon registration and then they are given the: Iowa and Botel. Diagnostic tests for placement in various company's materials are used. (Addison-Wesley, etc.) In cases of doubt about a student's reading level, an informal test is given based on EDL or other Learning Lab material. Note: In the daytime, Learning Lab personnel are responsible for registering and testing new students. In the evening, additional personnel handle registering and testing. No other standardized test is used in the Learning Laboratory at this time.	Each s cating th suggested the Lab. mum 2 tir once or t once or t Note: Da students

NIAGARA FALLS LEARNING LABORATORY

esting	Prescription/Placement in Materials
given an In- est upon regis- they are given otel.	Each student has a sheet in his folder indicating the level at which he is working and a suggested schedule as to how to use his time in the Lab. For instance, Controlled Reader - minimum 2 times a week but could be 3. EDL Kits - once or twice a week. Other software in Lab once or twice a week.
sts for place- company's ed. (Addison-	
oubt about a g level, an in- iven based on rning Lab	Note: Daytime students attend 5 days. Evening students attend 3 sessions per week.
ytime, Learning e responsible and testing new	
g, additional registering	
dized test is rning Laboratory	

Development of Skills	Rem
READING Cycle students through EDL Aud-X and Tach-X programs. Lab Specialist teaching. Use of EDL Go books. Barnell-Loft workbooks - Controlled Reader Vocabulary work (EDL). Addison-Wesley Independent Reading Kits. EDL Study Skills Kits. MATH This is covered in the regular classroom situation. Presently, the Learning Lab is not equipped to handle this area. OTHER Foreign-speaking students receive individual or small group instruction in word attack through the programmed materials and other workbook activities.	READING Aud-X for unlockin syllable prefixes using di Tach-X with in recognition Barnell-Lof EDL - Go EDL - Ta EDL Cont EDL Stud Tape cas EDL Flas After a spe practices miss reinforcement.

NIAGARA FALLS LEARNING LABORATORY

	Remediation of Specific Skills Deficiencies
-X pro-	READING Aud-X for EDL for review of consonant and for vowel sounds. unlocking new words syllables prefixes using dictionary Tach-X with EDL books for vocabulary recognition and use in recognition sentences. Barnell-Loft Workbooks EDL - Go Workbooks EDL - Tape Cassettes EDL Controlled Reader materials EDL Study Skills Kits Tape cassettes for reading deficiencies EDL Flash-X and cards for word recognition and spelling
er a situation. to dual or ugh the ivities.	After a spelling list has been established, the student practices misspelled words on the Primary typewriter for reinforcement.

Development of Skills	Rem
Because of the small number of these students to date and the newness of the Lab, additional materials geared to the needs of these people are not yet ordered.	The words a the Lab Specia check.
	MATH
	Taught in c
	Learning La
	OTHER
	Foreign-spe selected phras
	They also u and related ski
	Individual provided.

	Remediation of Specific Skills Deficiencies
tudents to al materials ot yet	The words are then used in sentences. At some later time, the Lab Specialist or aide dictates the list as a spelling check. MATH Taught in class with regular teacher. Learning Lab has only SRA material for Math review. OTHER Foreign-speaking students use the Language Master with selected phrase and vocabulary cards. They also use workbooks which help to improve vocabulary and related skills. Individual instruction with the Lab Specialist is also provided.

Evaluation	Correlation with Classroom Activities
Conferences periodically to check progress and discuss other problems which may have come up for the students.	Teachers make available tes scores and specific informatio
Spot checks as students are working.	Teachers suggest topics whi will be covered in classroom, that additional material in th lab can be made available.
Check-list for student use to determine how the lab is helping and how it could durther help.	Student reading problems fou in the classroom can be worked in the lab. Problems and remed ation in the lab can be worked in the classroom.
	Teachers and lab specialist cuss specific needs of each stu
	Activities started in the la sometimes completed or extended into classroom.

NIAGARA FALLS LEARNING LABORATORY

Correlation with Classroom Activities	Scheduling
hers make available test and specific information. hers suggest topics which covered in classroom, so ditional material in the be made available. ent reading problems found classroom can be worked on lab. Problems and remedi-n the lab can be worked on classroom. hers and lab specialist dis-ecific needs of each student. vities started in the lab es completed or extended assroom.	Each ABE class is scheduled to use the lab daily for at least one hour. This is a set schedule for the entire group However, students are encouraged to use the lab during any free time they have available. Evening classes have a regularly scheduled time but not as frequent as the daytime due to fewer nights open and more groups to be accomodated. Youth Corp groups meet twice a week and use the lab both times for about 30 minutes. (It has been found that their attention span generally will not tolerate much longer than 30 minutes.)

Number of Students & Staff	Training of Teachers, Para-Professionals, Other Lab Specia
Pleasant and friendly atmosphere (both physical appearance of lab and climate set by lab personnel).	Lab specialists trained at one-we workshop sponsored by Seneca AV in who sell EDL programs.
Attention - see that each student receives some attention during the period, even if he is self-operative. (A nod or comment make students feel they're part of the group.	Lab specialists put teachers and professionals through orientation se similar to those given to students. (See Orientation, page 1)
Occasional small group warm-up or discussion where students have an opportunity to participate.	Teachers and para-professionals g opportunities to spend some time at machine or group of materials.
Recognize special days with displays and sometimes celebrations. (Christmas - coffee, Christmas cookies, candy, provided by lab personnel for students.	Discussion by lab specialist and as to how the learning lab can best students both in classroom and lab s tions.
Holiday or special celebration films and/or filmstrips shown to each group.	

NIAGARA FALLS LEARNING LABORATORY

Training of Teachers, Para-essionals, Other Lab Specialists	Other Functions
specialists trained at one-week sponsored by Seneca AV in Buffalo, EDL programs. specialists put teachers and para-onals through orientation sessions to those given to students. entation, page 1) ers and para-professionals given ities to spend some time at each or group of materials. ssion by lab specialist and teachers w the learning lab can best help both in classroom and lab situa-	Learning Lab provides opportunities not only for improving reading and listening skills, but also for students to converse with each other and with the staff. Many times, adult students find no one will listen to them or their academic problems or hopes. Day-time registration and testing of students. (Evening sessions have personnel for this.) Day-time counseling or guidance as individual student problems arise. This usually consists of helping the student decide where to turn for professional help. (Evening sessions have professional personnel available for this purpose.) Visual, speech, hearing defects are not tested. However, if there seems to be indications of a problem in one of these areas, the student is made aware of them with the suggestion that he see his own doctor.

Number of Students & Staff	Training of Teachers, Para-Professionals, Other Lab Specialists
Use student contributions in displays. Continued guidance in helping student see his needs and his progress. Lab personnel being sympathetic listeners. (Many times students need someone impartial to listen to their troubles.)	

NIAGARA FALLS LEARNING LABORATORY

Training of Teachers, Para-fessionals, Other Lab Specialists	Other Functions

Orientation	Diagnostic Testing	
Brief individual tour of the laboratory to make student feel welcome.	Metropolitan Achievement tests are administered in the classroom. An item analysis is done by the classroom teacher prior to the student's initial laboratory session. The Botel Reading Inventory is administered to those students scoring below a 4th grade level on the Metropolitan tests.	St accor analy a stu adapt St grade tend gaini his f An Phoni corre tion

SCHENECTADY LEARNING LABORATORY

iagnostic Testing	Prescription/Placement in Materials
etropolitan Achievement s are administered in the sroom. An item analysis one by the classroom her prior to the student's ial laboratory session. he Botel Reading Inventory dministered to those stu- s scoring below a 4th grade l on the Metropolitan tests.	Students are assigned to an EDL cycle according to the Metropolitan score and item analysis. There is continuous evaluation of a student's performance and his program is adapted to meet his needs whenever necessary. Student is placed in a level usually one grade lower than the Metropolitan score would tend to indicate so that the student will be gaining immediate success and not working at his frustration level. An item analysis is available to the Botel Phonics Survey. The Botel inventory is correlated to the EDL Aud-X Series for prescription purposes.

Evaluation	Correlation with Classroom Activities
	The lab is a tool of the classroom teacher; who is responsible for reading growth. Both the classroom teacher and lab specialist work as a team to develop the best possible prescription for the student. It is a cooperative effort with open and frequent lines of communication in order to be effective. In most cases, the classroom teacher does not work with her students in the lab; she remains in the classroom to work individually with the rest of her students. Every student is involved in a lab program.

SCHENECTADY LEARNING LABORATORY

orrelation with ssroom Activities	Scheduling
is a tool of the class- er; who is responsible g growth. Both the eacher and lab special- s a team to develop the ble prescription for the It is a cooperative n open and frequent lines cation in order to be n cases, the classroom es not work with her n the lab; she remains ssroom to work individ- the rest of her students. tudent is involved in a m.	Every student us scheduled for laboratory on an individual basis. Classroom teachers and the lab specialist schedule students to mutual advantage. The schedule is similar to the following, but based on the individual's ability to learn within the lab's framework. *Students attending <u>3 hours</u> per day about 45 minutes - 1 hour in lab *Students attending <u>5 hours</u> per day about 1½ hours - 2 hours in lab

Development of Skills	
READING	READING
Each student receives individualized instruction in the lab in a developmental program. Remediation occurs whenever necessary. The complete EDL program with related supplementary software is implemented in the developmental program. The item analysis of the Metropolitan Test, given upon entrance into the program, is useful in prescribing the "correct" developmental program. Students progress to more difficult work as soon as possible for them so that they are learning in a productive fashion.	The t classroo and ask ever nec A taxo "Built-ir available The la there is classroom

SCHENECTADY LEARNING LABORATORY

s	Remediation of Specific Skills Deficiencies
ed instruction . Remediation ted supplemen- evelopmental tropolitan Test, is useful in al program. t work as soon learning in a	READING The teaching of reading skills is the responsibility of the classroom teacher. Teachers are aware of the lab's facilities, and ask for specific skills to be emphasized in the lab whenever necessary. A taxonomy is consulted and a prescription is written. "Built-in textbook" testing and teacher made worksheets are available to assess progress in each skill. The lab specialist closely supervises remedial work and there is an open line of communication between she and the classroom teacher.

Number of Students & Staff	Training of Teachers, Para-Professionals, Other Lab Special
Within our laboratory set-up, we recommend one teacher plus one teacher-assistant per 25-35 students per session.	In order to familiarize teachers with laboratory, a portion of the pre-serv program in the fall concerns the lab 2-hour sessions out of six are devote the lab. I Introducing the Lab (2 hours) A. Role of the lab B. Levels available C. Explanation of hardware and ware (demonstrated in small ting groups. II Application of the Lab (2 hours A. Review of equipment locations and purpose B. Theory of lab program C. Group division and rotation D. Evaluation We have a 15 hour long training progr mapped out for training teacher assis and teacher aides.

SCHENECTADY LEARNING LABORATORY

f Teachers, Para- Other Lab Specialists	Other Functions
arize teachers with the ion of the pre-service concerns the lab. Two of six are devoted to he Lab (2 hours) ne lab ailable n of hardware and soft- onstrated in small rota- os. of the Lab (2 hours) equipment s and purpose lab program ision and rotation cycle ong training program ining teacher assistants	The vocabulary and traffic signs of the Driver Training Manual have been recorded on Language Master cards. We are not equipped to handle clinical problems.

Orientation	Diagnostic Testing	
A. Walk-In Students 1. Initial interview done by lab specialist to ascertain student goals. 2. Schedule of attandance arrangement. 3. Explanation of lab operating procedures. 4. Explanation of need and reasons for achievement, diagnostic, and progress testing. 5. Test administration. 6. Prescription and placement in materials. 7. Evaluation as materials are completed.	A. Initial Testing 1. <u>Iowa Test of Basic Skills</u> (one grade level lower than last completed grade of formal schooling) a. vocabulary b. reading c. arithmetic concepts d. arithmetic problems e. other areas relayed to language skills, depending upon student's goals. At the time of enrollment, students who are walk-in students are given an achievement test in the Learning Center. Initial testing for full time students is administered by the ABE counselors.	st te Th pl at stu dat mat and ula is lat sho tim tea ano

ting	Prescription/Placement in Materials
g E Basic Skills level lower ompleted grade chooling) ry ic concepts lc problems eas relayed to skills, de- upon student's At the time of nt, students walk-in stu- e given an ent test in the Center. testing for e students is ered by the selors.	Depending on specific skills needs of the student as determined by achievement and diagnostic tests, the student is assigned related materials. The procedure for using each material is explained thoroughly on an individual basis. A daily schedule for material use is placed at the student's study carrel. A list of assigned materials is kept in the student's individual materials sheet with starting dates. When the student completes a particular material, an appropriate test (if any) is given, and a decision is made as to whether the particular skill has been improved. If so, the student is assigned next level, if not, then other related material is assigned. Students from regular classrooms who have shown improvement at this time return to full-time classroom assignment, unless classroom teacher would like the student to work on another skill deficiency.

Orientation	Diagnostic Testing	Pres
B. Regular Full-time Students The orientation for regular students is basically the same as for walk-ins, except that initial testing is done by counselors, and referral to Learning Center is done by the classroom teacher.	B. Diagnostic Testing 1. <u>RFU Jr. Placement Test</u> a. to determine grade level score b. to determine card number at which to start 2. <u>SRA Basic Skills in Arithmetic Test</u> to determine placement in TEMAC math program 3. <u>Imperial Reading Program</u>, Intermediate - Unit 1, Lesson 1, is a diagnostic test to determine actual unit placement. 4. <u>SRA Reading Lab Placement Tests</u> 5. <u>Botel Phonics Survey</u> For placement in Learning 100 system (only for scattered lessons according to need as determined by correlated taxonomy).	

SYRACUSE LEARNING LABORATORY

	Prescription/Placement in Materials
Test e grade e card hich to in lacement gram Program, Unit 1, iagnostic e actual Placement rvey in Learning for scat- cording to ed by omy).	

Orientation	Diagnostic Testing	Prescri
	6. Pre-tests and post-tests for language skills filmstrips. 7. Diagnostic Test for card placement in English Set J 8. Diagnostic Test for placement in Spelling Word Power Laboratory 11B 9. Diagnostic Test for Macmillan Reading Spectrum 10. Placement Exam for Programmed Math for Adults 11. Placement Tests for BRL, Sullivan's Programmed Reading 12. Placement Test for SRA Math Computational Skills Kit 13. Diagnostic Test for SRA Words	

stic Testing	Prescription/Placement in Materials
ests and post-tests anguage skills film- os.	
nostic Test for card ement in English Set J	
nostic Test for place- in Spelling Word Laboratory 11B	
nostic Test for illan Reading Spectrum	
ement Exam for Pro- med Math for Adults	
ement Tests for BRL, ivan's Programmed ing	
ement Test for SRA Computational Skills	
nostic Test for SRA s	

Development of Skills	Reme
READING A. EDL Learning 100 system - levels RA thru DEFA 1. Aud-X 2. Tachistoscope 3. Controlled Reading 4. Listening Tapes a. Listen b. Listen and Read c. Listen and Write B. Reading Development Tapes 1. Imperial Reading Laboratories a. Primary b. Intermediate c. Jr. High MATH A. Business Math 1. Fundamentals 2. Interest, Negotiable instruments and payroll, and depreciation 3. Accounting and Finance 4. Principles of Insurance a. fire b. life c. liability B. Development of total math program from number system to basic algebra by use of programmed instruction 1. TEMAC Introduction to Math 2. Programmed Math for Adults	READING A. Comprehen 1. cau 2. com 3. dra 4. inf 5. con 6. det 7. gen 8. imp 9. mai 10. seq 11. loc 12. usi 13. get 14. fol 15. rea 16. cho 17. mak 18. ref B. Word Atta 1. com 2. fin 3. ini 4. con 5. con 6. fin 7. ini 8. roo 9. syl 10. lon 11. sho 12. "r"

SYRACUSE LEARNING LABORATORY

ls	Remediation of Specific Skills Deficiencies
s RA thru DEFA ories truments and ram from number of programmed th ts	READING A. Comprehension Skills 1. cause and effect 2. comparisons 3. drawing conclusions 4. inferences 5. context clues 6. details 7. generalization 8. implications 9. main ideas 10. sequence 11. locating answers 12. using contexts 13. getting facts 14. following directions 15. reading rate 16. choosing titles 17. making outlines 18. reference skills B. Word Attack 1. compound words 2. final consonants 3. initial consonants 4. consonant blends (final) 5. consonant blends (initial) 6. final consonant digraphs 7. initial consinant digraphs 8. root words 9. syllabication 10. long vowel sounds 11. short vowel sounds 12. "r" controlled sounds

Development of Skills

a. subtraction of whole numbers
b. addition of whole numbers
c. multiplication of whole numbers
d. division of whole numbers
e. common fractions
f. decimals
g. measurement
h. personal math
i. understanding algebra
j. using algebra (basic)

OTHER

Social Studies

Although content is concerned with social studies, the use of EDL social studies kits enhances reading through practice in interpretation, evaluation, organization and reference.

Remediation of Specific Skills Deficiencies

MATH

A. Addition and Subtraction of Whole Numbers
   1. Commutative and Associative Principles of Addition
   2. Subtraction

B. Multiplication and Division of Whole Numbers
   1. Multiplication
   2. Commutatuve and Associative Principles of Multiplication
   3. Division
   4. Estimating the Quotient
   5. Finding Quotients

C. Common Fractions
   1. Comparing Fractions
   2. Equivalent Fractions
   3. Addition and Subtraction of Like Fractions
      a. addition of fractions
      b. improper fractions and mixed numbers
      c. addition of mixed numbers
      d. subtraction of fractions and mixed numbers
   4. Addition and Subtraction of Unlike Fractions
      a. finding common denominators
      b. addition of unlike fractions
      c. addition of mixed numbers
      d. subtraction of unlike fractions and mixed numbers

Development of Skills	Remediat
	5. Multip a. b. c. d. D. Decimal Frac 1. Additi 2. Subtra 3. Multip 4. Divisi 5. Using OTHER A. Language Usag 1. capital 2. abbrevi 3. end pun 4. commas 5. contra 6. possess 7. diction a. u b. a c. p d. s 8. prefixe 9. suffixe 10. synonym

Remediation of Specific Skills Deficiencies

5. Multiplication and Division of Fractions
    a. multiplication of fractions
    b. multiplication of mixed numbers
    c. division of fractions
    d. division of mixed numbers

D. Decimal Fractions
    1. Addition of Decimals
    2. Subtraction of Decimals
    3. Multiplication of Decimals
    4. Division of Decimals
    5. Using Decimals

OTHER

A. Language Usage Skills
    1. capitalization
    2. abbreviation
    3. end punctuation
    4. commas
    5. contractions
    6. possessives
    7. dictionary skills
        a. using dictionary
        b. alphabetizing
        c. plurals
        d. syllabication
    8. prefixes
    9. suffixes
    10. synonyms

Development of Skills	Remediat
	11. homonym 12. antonym 13. possessi 14. singular 15. double n 16. simple s 17. simple v 18. sentence 19. word cla 20. adjectiv 21. verb ten 22. verb and 23. articles

Remediation of Specific Skills Deficiencies

11. homonyms
12. antonyms
13. possessives - four sentence types
14. singulars and plurals
15. double negatives
16. simple subjects
17. simple verbs
18. sentence patterns
19. word classes (parts of speech)
20. adjective degrees
21. verb tenses
22. verb and subject agreement
23. articles

Evaluation	Correlation with Classroom Activities
A. The Regular Student 1. As students complete materials or certain phases thereof, appropriate post tests are administered. Results should indicate progress, if any. If not, then a reassessment of the objectives is determined for placement, hopefully, in more effective or reinforcing materials. If progress is shown, and/or the objective is achieved, then the student is sent back for full-time study in a regular classroom, or re-scheduled for work in another area of deficiency. Achievement testing for these students is done every 200 clock hours of classtime in the classroom.	A. Subject matter content and levels encountered by regular students using the Learning Center may be the same as in their classroom activities. The differences lie in the multi-media approach and variation of materials. B. Students from regular classes are usually referred to the Learning Center to correct a specific skill deficiency, and then reassigned to the classroom for full-time study. However, in many instances, by this time the student has become aclimated to Learning Lab procedures, and requests to be allowed to continue. In most cases this is permitted by mutual consent of the lab specialist and classroom teacher.

SYRACUSE LEARNING LABORATORY

ation with n Activities	Scheduling
ter content and untered by regular ing the Learning be the same as in room activities. nces lie in the approach and varia- erials. om regular classes referred to the nter to correct a ill deficiency, and gned to the class- ll-time study. How- ny instances, by he student has be- ted to Learning Lab and requests to be continue. In most is permitted by ent of the lab and classroom	A. Walk-In Students - The majority of students using the Syracuse Learning Center are walk-ins or part-time students of varying situations. 1. Referred by training agencies, such as New York State Employment, Health Department, Manpower, Police Department, Neighborhood Youth Corp, etc. 2. Full-time employees desiring to improve their education. Scheduling for the walk-in must necessarily be done at the convenience of the student within the time period of the Learning Center operation. Tuesday and Thursday - 6:30 P.M. to 9:30 P.M. B. Students from regular classrooms 1. Examination of achievement test scores - if student shows a gap of one grade level or more between reading and math, then the student is assigned to the Learning Center for an extra period of work in the deficient subject area, providing the reading level is at least 3.0 as determined by achievement testing.

Evaluation	Correlation with Classroom Activities	
2. Part-time Students Procedures for evaluation of the part-time walk-in is the same as for regular students, except that more subject areas are necessarily considered because the nature of the program for most walk-ins involves a total program schedule rather than the correction of a specific deficiency. Aside from material tests, walk-ins are re-tested every 100 actual hours of attendance. Three copies of progress reports for all students using the Learning Center are made every 6 weeks of actual attendance. One copy for the classroom teacher, one for the student, and one for the student's folder.		2.

SYRACUSE LEARNING LABORATORY

ıtion with ı Activities	Scheduling
	2. If a classroom teacher would like a student to work on an area, such as English grammar or a particular skill, then the student may be assigned to the Learning Center after consultation with the Learning Center specialist. Presently the Learning Center operates on a 4 period day and 2 period evening for regular students. DAILY 1) 9:00 A.M. - 10:15 A.M. 2) 10:15 A.M. - 11:30 A.M. 3) 12:15 P.M. - 1:15 P.M. 4) 1:15 P.M. - 2:30 P.M. EVENINGS - Tues. & Thurs. 1) 6:30 P.M. - 7:45 P.M. 2) 8:00 P.M. - 9:30 P.M.

Evaluation	Correlation with Classroom Activities	
3. The Staff A performance appraisal of the Learning Center Staff is made periodically by the Learning Center Specialist with the school principal in the presence of the person to be appraised.		

with ivities	Scheduling

Number of Students & Staff	Training of Teachers, Para-Professionals, Other Lab Specialists
Present Status: 2 Reading rooms 1 math room 1 lab specialist 1 full-time teacher 1 full-time secretary - aide All three members work with students in all three rooms. At present we can accomodate between 39-45 students per period but should that occur, the present staff would be overburdened. There should be at least one staff person for each 20 students. The lab specialist should be concerned mainly with interviewing, testing, prescribing and evaluating. The teacher's function would be to carry out the prescription and provide intermediary testing as need arises.	A. Training of Lab Personnel consists of on the job training under direction and supervision of the learning center specialist. B. Training of ABE teachers is supervised by the ABE principal and coordinator of instruction with no direct relationship with the Learning Laboratory.

g of Teachers, Para- ls, Other Lab Specialists	Other Functions
Lab Personnel consists of on ning under direction and of the learning center ABE teachers is supervised rincipal and coordinator of with no direct relationship rning Laboratory.	1. Should not admit students with clinical problems. 2. Should not be a warehouse for materials used by regular ABE classrooms. 3. Should not admit non-English speaking students unless their conversational English is of such a quality as to permit proper communication between learning lab staff and student. Because of the independent nature of learning lab procedures, a certain amount of fluency in English is absolutely essential for the student to function properly. 4. Should not admit students whose reading levels are so low as to hinder the independent learning setting, unless of course, the lab has sufficient staff to be able to spend considerable amounts of time in oral instruction.

Orientation	Diagnostic Testing	
--- to lab life --- to the process of learning and studying --- reinforce orientation to MDT courses	Make use of achievement tests given by ABE or MDT teachers. Use placement tests.	

UTICA LEARNING LABORATORY

ic Testing	Prescription/Placement in Materials
of achievement tests or MDT teachers. ment tests.	Done in accordance with goals of student or goals of the program as influenced by the level and ability of that student.

Development of Skills	
READING High School Equivalency MATH Thru beginning algebra and geometry. OTHER English ESL Speech Example: accuracy of pronunciation or phonics for ESL and native students fluency of speech for ESL students	READING Vocabu Word A Speed Compre MATH Dic require OTHER Certai Exa

UTICA LEARNING LABORATORY

Remediation of Specific Skills Deficiencies

READING

Vocabulary Development

Word Attack

Speed

Comprehension Skills

MATH

Dictated by vocational requirements in MDT classes. As required by ABE students.

OTHER

Certain English Skills

Example:

Capitalizing

Punctuation

Spelling

Evaluation	Correlation with Classroom Activities	
It's an ongoing process. Sometimes use SRA test on people and also try to get SAT reports on ABE students.	With MDT vocational teachers and often with MDT related education teacher, also. On occasion there's correlation with ABE teachers.	Arra 1 2 3 4

UTICA LEARNING LABORATORY

ion with Activities	Scheduling
tional teachers and elated education ere's correlation .	Arrange this with: 1. MDT counselors, vocational teachers and/or related education staff for all the various groups 2. ABE 3. Spanish Action Center 4. Soon a group of high school dropouts are to be absorbed.

Number of Students & Staff	Training of Teachers, Para-Professionals, Other Lab Specia
Ten students per hour per teacher strikes me as a maximum. However, it depends on what they are doing (Aud-X, Controlled Reader, tape lesson, programmed workbooks, reading kits or what -). Some activities require more teacher direction, so in the last analysis the level of the student, the nature of his work and the flexibility of scheduling are the criteria.	Have done this, and will have to Various workshops are held in th

UTICA LEARNING LABORATORY

g of Teachers, Para- ls, Other Lab Specialists	Other Functions
his, and will have to again. kshops are held in the lab.	Research, selection, and ordering of materials. Clearing house for certain audio visual aids that are loaned out to other MDT staff members. Materials on drugs and consumer education are made available to students who hear of them and request a chance to listen to them. Counseling - can't avoid this, it's part of teaching. Counselors within and without the the building need feedback and information about their clients. Tourist attraction duties.

Orientation	Diagnostic Testing	Prescri
Students are oriented to the lab by the homeroom teacher and/or the aide assigned to her class during the classes lab period. General orientation to our total program is done by our guidance counselors.	The lab is only responsible for reading and math diagnostic testing. We use the <u>California Test of Adult Basic Education</u> and a short word analysis inventory. The California is particularily useful because it provides the Scoreze Answer Sheets which enables us to service many people more rapidly. For math we use IML Math Placement Test.	In remedi California t are deficien For devel of the Stanf 200 hours. Prescript test results

WHITE PLAINS LEARNING LABORATORY

sting	Prescription/Placement in Materials
responsible th diagnostic he <u>California</u> <u>c Education</u> nalysis inven- is particularily provides the ets which en- e many people IML Math	In remedial math and reading, we use the California to pick specific skills that students are deficient in. For developmental reading, we use the results of the Stanford Achievement which is given every 200 hours. Prescription is done according to diagnostic test results, then programming from our taxonomy.

Development of Skills	Remediation o
READING Developmental Reading is the major job of the Lab. EDL Learning 100 and Learning 300 are the basic materials. MATH Not a function of the laboratory.	READING All skills listed in MATH All skills taught in in remedial math in the

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basic

Remediation of Specific Skills Deficiencies

READING

All skills listed in our taxonomy.

MATH

All skills taught in regular classes - are worked upon in remedial math in the lab.

Evaluation	Correlation with Classroom Activities	
We have constant evaluation built into both our remedial and developmental programs. We do not take care of group testing for the total program.	Teachers are expected to do follow-up work in the classroom related to Learning 100.	dai wit hou

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n with tivities	Scheduling
pected to do the classroom g 100.	All students are sent to the lab for 1 hour daily for developmental reading. They come with their total class. Selected students also attend another hour a day for remedial reading.

Number of Students & Staff	Training of Teachers, Para-Professionals, Other Lab Specialists
We handle <u>all</u> students in our ABE program. We have an aide and teacher plus other professional staff on duty at all times. The ratio is about 10 students to 1 professional.	We do training of all para-professionals and have trained lab specialists from different cities in the state and also a person from Nova Scotia in Adult Education.

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ing of Teachers, Para- nals, Other Lab Specialists	Other Functions
ning of all para-professionals ned lab specialists from es in the state and also a ova Scotia in Adult Education.	We work with World of Work students who are exposed to reading in a job-oriented sequence. Examples: 1. SRA Work Exploration Kit 2. Imperial - "Interviews" tapes 3. "Why Work Kit" We presently do not work with: 1. Speech problems 2. Math (developmental) 3. ESL (Planning stages to have an ESL Lab annex to present lab but <u>not</u> in the present lab) 4. Standardized Testing 5. Eye Testing

Orientation	Diagnostic Testing	Pres
New students are welcomed, introduced to the Learning Lab staff by the guidance counselor and/or classroom teacher and are invited to observe lab activities in operation. He learns of: A. <u>Purpose of Lab</u> As it may meet the particular student's needs and goals. (Lab Supervisor) B. <u>Procedure</u> - diagnosis of educational needs - prescription of materials, neither too difficult or too easy for each student - rules - for a quiet workable atmosphere - students are given copies of schedule (Learning Lab and/or ESL Lab)	<u>Reading Testing</u> Based on results of initial placement, given by the counselor A. Botel Reading Inventory Word Recognition B. Botel Reading Inventory-Word Opposites Test Student testing between grades 2-5 or with uneven responses in reading are given: A. <u>Rowell-Chall</u> (Readiness and phoncis) B. <u>Gray Oral Paragraphs</u> C. <u>EDL Placement Test</u> - teacher made listening and reading (informal) D. <u>Metropolitan Achievement Test</u>-level determined by Gray Oral (item analyzed) E. <u>Test Lessons</u> - of varied approaches F. <u>Teacher-Made Test</u> - for non-readers Student testing <u>5+</u> reading level A. <u>California Test of Adult Basic English</u> - for reading, math and language	Lab Spe tions fro diagnostic <u>For Wal</u> <u>Prog</u> A. R i w f l l B. D <u>Aide o</u> practice i <u>Re-Eval</u> (To Welc any tim

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Testing	Prescription/Placement in Materials
ng results of initial en by the counselor Reading Inventory d Recognition Reading Inventory- d Opposites Test g between grades neven responses given: -Chall (Readiness honcis) Oral Paragraphs lacement Test - er made listening eading (informal) politan Achieve- nt Test-level mined by Gray (item analyzed) Lessons - of varied aches er-Made Test - for eaders ng 5+ reading level ornia Test of Adult sic English - for ng, math and lan-	Lab Specialist does prescribing (with suggestions from classroom teacher) after analysis of diagnostic tests. For Walk-In Students and those in Remedial Programs A. Remedial Prescription form is filled out in duplicate. One is for the student's work folder and one for student's personal file. Areas of reading, math, and other language skills are covered. A check list is used. B. Discussions with student: 1. needed areas of remediation 2. amount of study emphasis suggested 3. student goals are determined 4. length of study suggested 5. show and explain rationale for specific material to be used 6. suggest ways to use materials to best advantage Aide or teacher - explains and gives sufficient practice in new materials (15-20 minutes). Re-Evaluation - students reaction to material - (Too easy, hard, another approach needed, etc. Welcome student's requests and reactions at any time.

Evaluation	Correlation with Classroom Activities	
Daily progress is noted in student's instructional material folder by lab teacher, and discussed with the student. Occasionally, material used is changed if it does not help the students. A score on material of 85% allows the student to continue to the next step. The following types of instruments are used: Standardized Achievement Tests Informal Diagnostic Tests- 85% is passing score Publisher's placement and progress tests	Regular conferences of classroom teacher and lab specialist are held to discuss specific needs of groups or individual students not adequately answered with classroom material. Alternate approaches to classroom procedures are provided for unmastered skills of the students in classes. Material may be borrowed for classroom use. Students may use the lab - time slots amenable to classroom teacher. EDL make up lessons - before or after class or during reading segment of class, etc. Reference materials - almanac, atlas, library books are freely borrowed by classroom teacher or students Class activities are reinforced through Language Master for specific vocabulary needs, etc.	Mon on and Fri on clu onl day hou

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on with ctivities	Scheduling
ences of class- lab specialist are pecific needs of ual students not ed with classroom ate approaches to res are provided ills of the es. e borrowed for tudents may use ots amenable to . lessons - before or during read- class, etc. aterials - almanac, books are freely assroom teacher ities are rein- Language Master ocabulary needs,	Walk-ins are permitted in the lab all day, Monday, Wednesday and Friday, afternoons only on Tuesday and Thursday. Developmental Reading classes (intermediate and advanced) come Monday, Wednesday, and Friday for 1½ hours each day. Basic and primary classes attend the lab on Tuesday and Thursday for 2½ hours (including break period). Reading readiness students attend the lab only 3 days weekly (10:15-12:15), 2 hours each day. Remedial students are sent during lunch hour (make up lessons).

Development of Skills	Remediati
READING Most students have gaps in their learning and therefore require some remedial work that may be essential to develop skills sequentially (especially necessary in Math). Determined By: Classroom teacher's suggestion EDL Placement Test Fluctuation of scores Procedure: Classes rotate into EDL lab either Monday, Wednesday and Friday for 1½ hours or Tuesday and Thursday for 2½ hours. They are accomplished and guided by the classroom teacher, lab aides, and lab teacher. Software and worksheets are added to work needed by students (as result of daily lesson evaluation). Application of lesson in classroom by classroom teacher. Suggested material not available in classroom. (Teacher has summary sheet and planbook, uses this for follow-up in classroom, planning make up lessons, and setting out material for next lesson)	READING Determined on th the following: 1. Item analysis 2. Observation o 3. Student's req informatio 4. Referral agen 5. Student's nee training c Procedure 1. Skills needed is kept on fi noted, discus presented by 2. Daily lesson previous day 3. Teacher or st material. Te notes further Teacher-prepared ination, etc: Mott Langua Ideal Cards Conquests i Sullivan Pr EDL - Word S Controlled R Listening Ta Study Skills

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Remediation of Specific Skills Deficiencies

READING

Determined on the basis of diagnosis and/or combination of the following:

1. Item analysis of aforementioned tests
2. Observation of classroom and/or lab teacher
3. Student's request for specific kind of assistance or information
4. Referral agency's advice
5. Student's needs and/or goals for specific job or job-training course or program.

Procedure

1. Skills needed are mapped out on a checklist and a copy is kept on file. Initial materials for each area are noted, discussed with student and a plan of study is presented by the lab specialist or lab teacher.
2. Daily lesson assignments and worksheets are noted (from previous day or period) in student's work folder.
3. Teacher or student records work completed on particular material. Teacher comments on quality of work done and notes further assignment needed (daily).

Teacher-prepared lessons and exercises - auditory discrimination, etc;

Mott Language Program
Ideal Cards
Conquests in Reading
Sullivan Programmed Readers
EDL - Word Study Story
Controlled Reader Story
Listening Tapes - Supplemental Worksheets
Study Skills

Development of Skills	Remedia
MATH Same as listed in remedial section - except that classroom students are frequently sent to the lab when a kind of material not available in class is more suitable for them - especially for supplementary purposes. OTHER AREAS Language Skills technical vocabulary in content areas, e.g., drafting mechanics job information - Why Work citizenship - Filmstrips, Health, Consumer Education composition - book reviews psychology library - books available for home use on varied reading levels	Word Clues Be A Better MATH Dictation and Sullivan Pr SRA Computat Imperial Fi Figure It O Preliminary TMI Programm LANGUAGE SKILLS California Self capitalization. Individualized Worksheets EDL - E, F List

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Remediation of Specific Skills Deficiencies

Word Clues
Be A Better Reader

MATH

Dictation and reading of numerals

Sullivan Programmed Math
SRA Computational Skills
Imperial Filmstrips
Figure It Out I, II
Preliminary Math
TMI Programmed Math

LANGUAGE SKILLS

California Self-Study Lessons - usage, pronunciation, and capitalization.

Individualized English

Worksheets

EDL - E, F Listen

Number of Students & Staff	Training of Teachers, Para-Professionals, Other Lab Specialists
Twenty-two students can be worked with by: 1 Lab supervisor-specialist (for both labs) 1 Lab teacher 1 Teacher aide 1 Clerical aide (for both labs and office records) Consideration must be given to: Regular servicing of machines Rules adhered to - quiet atmosphere (no children, etc.) Efficiency of files - student test records manuals/tests/worksheets answer keys classified Proximity of instructional materials, student folders, scrap paper, grease pencils, and transparencies, etc.	There is a three-day pre-service training period for the lab teacher, lab assistant, and lab aides encompassing: Familiarization with lab material Lab duties - discussed and specified listing of all lab staff given to each member for a clear definition of duties and prevention of infringement on another's responsibilities Evaluation - of instructional styles Bi-monthly regular meetings of all lab staff (both labs) with lab supervision and curriculum coordinator to discuss ways of resolving general or specific problems, new methods, new lab procedures, refinements, and re-evaluation. Informal meetings occasionally called when the need arises.

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ning of Teachers, Para- onals, Other Lab Specialists	Other Functions
a three-day pre-service riod for the lab teacher, lab and lab aides encompassing: ization with lab material es - discussed and specified ng of all lab staff given to member for a clear definition ties and prevention of in- gement on another's responsi- ties on - of instructional styles nly regular meetings of all lab labs) with lab supervision and coordinator to discuss ways of general or specific problems, s, new lab procedures, refine- re-evaluation. l meetings occasionally called eed arises.	Preparation of innovative effective material Selection of instructional material helpful and appealing to adults Continual review of new material Ordering materials Runs local workshops for ABE teachers Demonstration of labs to local agencies and other area ABE personnel Participation in action research projects Observation of other lab operations Sharing with other ABE personnel

Orientation	Diagnostic Testing	P
Bilingual lab teacher and teacher aide explain to non-English speaking students procedures for using equipment and materials. Personal attention at the beginning stages helps students who at first may feel uncomfortable working independently with a machine.	Oral testing of ESL students is not a lab function. Students needs are diagnosed in two ways: 1. Teachers diagnose deficiencies and report them to the lab teacher. 2. The lab teacher moniters student performance as recorded on dual track cassette tape recorders and spots individual difficulties.	Stud which c in class series. Stude specific hear and Walk- material Dialogue the basi teacher English.

YONKERS ESL LABORATORY

tic Testing	Prescription/Placement in Materials
sting of ESL students ab function. Students diagnosed in two ways: chers diagnose de- iencies and report n to the lab teacher. lab teacher moni- s student perform- e as recorded on l track cassette e recorders and ts individual dif- ulties.	Students who attend regular ESL classes use tapes which correspond with lessons they are working on in class in the Orientation in American English series. Students may be placed in tapes dealing with specific phonemic contrasts they find difficult to hear and produce. Walk-in students may be placed in such taped materials as English Your New Language, Teaching Dialogues or the Intensive Course in English on the basis of an informal evaluation by the lab teacher of each student's ability in spoken English.

Development of Skills	
Students proceed through the Orientation in American English series as their base texts in class. This series sets the developmental sequence for the program and the lab adheres to this sequence through the use of corresponding tapes and tapebooks.	At produc basis. It tenses tapes

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Remediation of Specific Skills Deficiencies

At the present time only skill deficiencies in hearing and producing specific English sounds are treated on a remedial basis.

It is anticipated that deficiencies in producing specific tenses and structures will be dealt with in the future through tapes dealing with possible confusions and omissions.

Evaluation	Correlation Classroom Acti
A student using a tape must have that tape monitored and evaluated by the lab teacher. Satisfactory completion of a tape, as judged by the lab teacher, is prerequisite to proceeding to the next tape in the series.	There is a direct ate correlation with activities as each E prescribes the lesso listened to on the b lesson the students class.

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Correlation with Classroom Activities	Scheduling
There is a direct and immedi-e correlation with classroom tivities as each ESL teacher escribes the lesson tapes to be stened to on the basis of what sson the students are on in ass.	Each ESL student spends approximately 9-10 hours per week in class and 2-3 in the ESL lab. Students spend one hour at a time in the lab. Each teacher has specific hours reserved for use by her class.

Number of Students & Staff	Training of Teachers, Para-Professionals, Other Lab Specialis
The lab can accomodate up to 12 students at a time. Between 7 and 10 students is the number best handled. This is due to the number of machines available and to the difficulties of monitoring a larger number of students.	The ESL lab teacher was trained by Lab Supervisor who is in charge of bot the ESL lab and the regular learning l oratory for reading and math. The lab teacher trained the teacher who works in the lab.

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aining of Teachers, Para-sionals, Other Lab Specialists	Other Functions
lab teacher was trained by the isor who is in charge of both o and the regular learning lab- r reading and math. teacher trained the teacher aide in the lab.	The ESL lab has programmed tape materials (LLINC System) for teaching Spanish to English-speakers. These materials, though not yet put in operation, are intended to help teachers and other ABE staff members learn Spanish so as to be better able to deal with Spanish speaking adult students.

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